

Industry Curriculum Framework
Information Package

Hospitality

2008

Current as at 31st July 2009

Please ensure that this is the most current version of this document by referring to the online version at https://detwww.det.nsw.edu.au/directorates/vet_schools/vet-in-Schools/frameworks.html

Hospitality Checklists

4 Student work placement

Securing the appropriate work placement for the particular qualification greatly depends upon the relationship between the school, the Registered Training Organisation and the Locally Community Partnership

It is the responsibility of RTO representatives and teachers to communicate the types of hospitality settings they will require over a two year period for the students they are training

RTOs need to ensure that over time, evidence from "the workplace" can be gathered for the assessment environment required for the qualification being sought. For this reason, RTOs are being encouraged to consider additional ways of collecting workplace evidence, for example, the use of suitable part time jobs, providing opportunities for students to cater and/or serve for school functions

Identification and matching of students to work placements is critical.

Students have been fully informed of the:

- ☐ mandatory BOS work placement hours required for this course
- ☐ purposes of the work placement, and the
- ☐ due dates for completion of the work placement
- ☐ collection of evidence towards integrated competency assessments.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

- ☐ structure and timing of the work placements
- ☐ competencies to be addressed during work placements
- ☐ procedures to address the relevant occupational health and safety regulations.

The school has procedures in place to ensure that the:

- ☐ Employer's Guide to Workplace Learning [see Workplace Learning Handbook: Appendix 3] has been provided to the host employer prior to placement commencing
- ☐ Student Placement Record [see Workplace Learning Handbook, Appendix 2] is fully completed prior to placement (ie. signed by the host employer, school principal or nominee, student and parent or care giver) and stored according to Departmental requirements following placement.

School:.....
RTO:
Principal's Name:.....
Principal's Signature..... Date:

Hospitality Checklists

5 Student Assessment

- ☐ Assessment requirements for the Hospitality Curriculum Framework have been explained to students
- ☐ An assessment program has been developed using appropriate assessment tasks to allow students to properly demonstrate achievement of units of competency and has been issued to all participating students
- ☐ Information on intended qualifications, units of competency to be delivered and units of competency achieved is being progressively updated on eBOS-VCS via Schools Online in accordance with the timeline advised by the Board of Studies

School:.....
RTO:.....
Principal's Name:.....
Principal's Signature..... Date:

Appendix 1 – Extract from Tourism, Hospitality and Events Training Package (SIT07)

Assessment environment

Assessment of skills for the tourism, hospitality and events industry should in general be conducted in the workplace. However, assessment in the workplace is not always possible, nor even always appropriate. Wherever assessment is conducted, however, it is vital that the assessment environment is as industry realistic as possible. It is therefore essential that assessment is conducted using suitable resources and equipment and under industry-relevant workplace conditions.

This involves:

- appropriate environments as specified in the 'Context of and specific resources for assessment' section within each unit (specific requirements for each location are detailed on the following pages)
- adequate, up-to-date equipment and technology that reflect current industry practices
- speed and timing for tasks typical for a commercial operation
- productivity to reflect industry expectations
- integration of multiple tasks and application of multiple competencies simultaneously
- dealing with multiple and varied customers* and team members
- interruptions to work typical of the workplace
- dealing with multiple and varied problems in given timeframes
- integration into work of health and safety issues, employability skills and compliance demands
- sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tasks simultaneously.

** A customer is a person or organisation who pays for a product or service (or is the invited guest of someone who is paying) and therefore would expect the product and service to be of equivalent standard to that provided in a commercially viable business.*

For example, in the case of in a training restaurant, it is any person, other than a student/staff member currently undertaking/teaching this unit of competency, who either pays for, or is invited to consume, a meal prepared, cooked and served by trainees.

Assessors would be required to use professional judgement based on their industry experience to make this determination.

Industry environments and contexts

Individual units of competency include, where relevant, an identification of the specific environment required for assessment. In addition to the broad requirements specified above, assessment in these environments will require a range of equipment and resources specific to the industry context.

The following list provides details of the resources and equipment requirements for each of the assessment environments specified within each unit of competency relevant to the

school RTOs. (These have been listed within the unit) **Additional** resource requirements may apply for specific units of competency; these are also listed within the units.

Requirements for the following environments are detailed below:

- operational commercial kitchen
- kitchen storage area
- food preparation area

Specific per-person equipment ratios specified in the following lists relate to the availability of these resources for the purposes of assessment. It is assumed that the same piece of equipment may be accessed by multiple candidates at different times.

Industry acknowledges that not all businesses have the resources specified and expects that a partnership between the workplace and the RTO will allow access to the resources specified for the purposes of training and assessment.

Operational commercial kitchen

<i>Fixtures and large equipment</i>	<i>Kitchen storage area</i>	<i>Small equipment</i>	<i>Cleaning materials and equipment</i>
<ul style="list-style-type: none"> • stainless steel benches (1.5 m/person) or equivalent benches that comply with health department standards • microwave • salamander or other form of griller (one per 4 persons) • commercial dishwasher • bain marie or hot box • double sink • slicing machine • commercial oven (1 per 2 persons) • commercial refrigeration unit with shelving • burners (2 burners per 1 person) • freezer unit • deep-fryer • commercial mixer • hot plate, grill or griddle • • food processor and accessories • garbage area. 	<ul style="list-style-type: none"> • designated storage areas (dry and dairy) • nominated delivery area • scales, including scales for weighing large quantities • temperature probe/thermometer • cleaning materials and separate storage • freezer • appropriate recording systems, such as colour-coded food labels • storage trays and equipment • suitable storage shelves • scissors or secateurs • lifting and transporting equipment, such as trolleys. 	<ul style="list-style-type: none"> • appropriate cutlery and crockery • storage facilities and containers for hot and cold storage • colour-coded cutting boards, in material other than wood • moulds and forms • baking sheets and trays • assorted pans and frypans, including stainless steel, cast iron, iron and non-stick • assorted stainless steel mixing bowls • scales • sharpening steel and assorted cooks knives, including boning, utility, filleting, carving and bread • wooden spoons, scrapers and spatulas • serving spoons, ladles and measuring spoons • tongs and serving utensils • small utensils, including pastry brush, fruit corers, cooking thermometer, vegetable peelers and graters • whisks, including fine and coarse stainless steel wire • first aid kit and manual • ordering and docketing system • fire blanket and extinguishers • personal protective clothing, including cook's uniform and food handler's gloves. 	<ul style="list-style-type: none"> • detergents • tea towels • sponges, brushes and scourers • separate hand basin and soap dispenser • hand towel dispenser • garbage bins and bags • disinfectant

Food preparation area

<i>Fixtures and large equipment</i>	<i>Small equipment</i>	<i>Cleaning materials and equipment:</i>
<ul style="list-style-type: none"> • stainless steel benches (1.5 m/person) or equivalent benches that comply with health department standards • burner • griller • slicing machine • sink • refrigeration unit with shelving • storage facilities 	<ul style="list-style-type: none"> • assorted pots and pans • sharpening steel and assorted cook's knives, including utility and bread • small utensils, including fruit corers, vegetable peelers and graters • sandwich cutting templates and guides • appropriate receptacles for presentation and display purposes • platters, boards and trolley for presentation where required • tongs and serving utensils • colour-coded cutting boards in a material other than wood • can opener • cling film and aluminium foil • packaging materials • containers for hot and cold storage • appropriate crockery • ordering/docketing system • personal protective clothing, including food handler's gloves. 	<ul style="list-style-type: none"> • garbage bins and bags • sponges, brushes and scourers • separate hand basin and soap dispenser • hand towel dispenser • disinfectant and detergents.

Appendix 2 – Units of competency with specific environments

Individual units of competency include, where relevant, an identification of the specific environment required for assessment.

NOTE: In addition to the broad requirements (see Appendix 1) assessment in these environments will require a range of equipment and resources specific to the industry context. Refer to the Resources and Equipment for the individual unit of competency.

Units held by Hospitality teachers trained in Commercial Cookery relevant to Certificate II in Hospitality (Kitchen Operations) SIT20307 and Certificate II in Hospitality SIT20207 that specify that evidence for assessment be gathered from a specific environment:

Fully equipped commercial kitchen

- SITHCCC001A Organise and prepare food

Fully equipped operational commercial kitchen

- SITHCCC002A Present food
- SITHCCC005A Use basic methods of cookery
- SITHCCC008A Prepare stocks, soups and sauces
- SITHCCC009A Prepare vegetables, fruit, eggs and farinaceous dishes

Fully equipped operational commercial kitchen and kitchen storage area

- SITHCCC004A Clean and maintain kitchen premises

Fully equipped industry realistic food preparation environment

- SITHCCC003A Receive and store kitchen supplies

Fully equipped and commercially realistic food preparation area

- SITHCCC006A Prepare appetizers and salads

Fully equipped, commercially realistic food preparation area for sandwich production

- SITHCCC007A Prepare sandwiches

NOTE: Currently only held by some teachers

Normal operating conditions of a fully equipped commercial kitchen

- SITHCCC027A Prepare, cook and serve food for food service.

Units held by all Hospitality teachers trained in Food and Beverage relevant to Certificate II in Hospitality (Kitchen Operations) SIT20307 and Certificate II in Hospitality SIT20207 that specify that evidence for assessment be gathered from a specific environment:

Normal operating conditions of a commercial food and beverage operation

- SITHFAB003A Serve food and beverage to customers

Fully equipped industry realistic food preparation environment

- SITXFSA001A Implement food safety procedures

NOTE: Teachers' eligibility yet to be determined by an RTO

Fully operational hospitality environment

- SITHIND002A Apply hospitality skills in the workplace

Additional environments for Assessment not referred to in Appendix 1

Fully equipped office environment

- SITXADM002A Source and present information

Workstation with industry current commercial espresso machine and appropriate equipment

- SITHFAB012A Prepare and serve espresso coffee

Drinks service area with suitable equipment for the production and service of coffee, tea and other non alcoholic drinks

- SITHFAB010A Prepare and serve non-alcoholic beverages

Operationally realistic tourism or hospitality environments

- SITXCOM004A Communicate on the telephone